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ABSTRACT

Noting that increasing numbers of elementary schools in the Czech Republic are interested in participating in a program of health promotion for their students, this document outlines the contents of the handbook developed for an integrated program of health promotion in schools. The handbook is described as containing four parts. Part 1 presents the underlying philosophy and integrating principles of health promotion: respect for individual needs in the context of societal needs, and communication and collaboration; and an account of the risks threatening young children's health status. Part 2 contains the health promotion curriculum, with each of three chapters dealing with pillars of health education and promotion upon which the curriculum is built: (1) providing for well being in the school environment; (2) healthy learning through activities enabling direct experience, communication, and cooperation of students; and (3) open partnership between the school and the community. Part 3 provides instructions for schools to create their own curriculum or to revise materials in line with the spirit of this project. Part 4 contains basic documents on the strategies of the European network of health promoting schools and includes the history and implementation of the project. This document also describes the development of the manual and its function in Czech schools, and invites comments on its use and contents. (KB)

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ED 429 680

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Programme of Health Promotion in Schools

A Handbook of Healthy School project

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a kolektiv

Program podpory zdraví ve škole

Rukověť projektu Zdravá škola

portál

Program podpory zdraví ve škole
portál

Miluše Havlínová (ed.),
Pavel Kopřiva, Ivo Mayer, Zdena Vildová a kolektiv

Program podpory zdraví ve škole

Srozumitelná a praktická metodika pro vybudování a udržení školy, která nezalévá pouze některé, ale všechny základní lidské potřeby tělesné, psychické, sociální a duchovní. Tímto počinem vystavěli autoři most pro přechod od obdivuhodné aktivity jednotlivých inovátorů k systémové práci. Díky Zdravé škole mohou dosud často traumatizované a ustrašené děti prožít pocit bezpečí.

(Dr. Michal Kolář)

Na základě mezinárodních programů i rozsáhlého domácího ověřování vznikl program vnitřní transformace školy, jehož praktickou příručku předkládají autoři ředitelům a učitelům základních škol, studentům pedagogických oborů a všem, kdo usilují o zlepšení vzdělávání. Kniha krok za krokem ukazuje, jak vytvořit projekt rozvoje školy, který zahrnuje mnohem více než jen otázku výchovy ke zdraví. Jeho východisky jsou respekt k potřebám jednotlivce a rozvíjení komunikace a spolupráce všech lidí ve škole a jejím širším zázemí. Tyto principy jsou rozpracovány do řady zásad sdružených do tří oblastí: prostředí vyvolávající pohodu, smysluplné učení a otevřené partnerství. Jednotlivé zásady obsahují shrnutí teoretických východisek, a především návrh praktických kroků k jejich uskutečnění.

Program podpory zdraví ve škole probouzí v dětech i učitelích radost z poznávání a počítá s jejich spoluúčastí na dotváření obsahu a formy výuky. Kvalitní skupinové vztahy vychovávají děti k samostatnosti a morální zodpovědnosti, k demokratickému jednání, působí proti šikanování. Program pamatuje i na často opomíjené potřeby učitelů a práva rodičů.

Autoři:

Mezioborový kolektiv odborníků z oblasti psychologie zdraví, lékařské prevence, pedagogické teorie a praxe (učitelé a ředitelé základních škol). Vedoucí kolektivu PhDr. Miluše Havlínová, CSc., je vědeckou pracovnicí Státního zdravotního ústavu v Praze a vede také činnost Poradny SZÚ pro podporu zdraví ve školách ČR.

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M.Havlínová (ed.), P.Kopřiva, I.Mayer, Z.Vildová et al.

Programme of Health Promotion in Schools

A Manual

Prague, Portál Publishers 1998, 275 p.

Introduction *)

The Counselling centre in National Institute of Public Health Prague (NIPH) for problems of health promotion in schools is addressed by ever increasing numbers of elementary schools from different places in the Czech Republic to obtain information on their possible participation in the project of Health promoting schools. Till recently we were able to provide information on the project but could not admit to new adepts. This has changed now. What has contributed to it?

For long we had been convinced that the time has come to make the health promoting school project and its objective of health promotion in schools, accessible to more schools. At the same time we were aware of the fact that opening the network of health promoting schools assumes that the following prerequisite must be met: it will be necessary to make available to schools in the whole network of schools providing compulsory school attendance in the Czech Republic the method of health promotion in school which will apply to our national conditions the general concept of the project of health promoting schools. Furthermore it will be necessary to elaborate it at the level of managing and teaching strategies and if possible in the form of a model school curriculum. From this approach ensures moreover that the elaborated method must be presented to make it generally available on a long-term basis and this can be achieved best by its publication in book form.

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*) translation from Czech (K.Ošancová 1999)

To the elaboration of the method contributed in a significant way the recommendations of the advisory board of NIPH for the health promoting school project which reflected the interest of schools as well as the fact that five years existence of the project are favourable prerequisites with regard to its contents as well as personnel.

As an integrated method of health promotion in schools was lacking in our country so far, it was only natural that we wished to create it and make it available to schools as soon as possible. Therefore we applied in a context of the National Health Programme of the Ministry of Health of the Czech Republic and submitted a one-year project (1997) which was accepted and implemented.

Later, when we already worked on the project, our intentions proved fully justified by the First Conference of the European Network of Health Promoting Schools (ENHPS) held in May 1997 in Thessaloniki.

It was apparent that our national trend is consistent with the new stage of the long-term strategy of ENHPS according to which not only the health promoting schools engaged already in the network should be further developed but new schools should be admitted. The document which presents this strategy should be distributed in schools in countries participating in the health promoting school project and thus has its place also in our Manual.

Objective and background of the method of the health promoting school programme

The main objective of the one-year project was to create an integrated programme of health promotion in schools and to present it in the form of a manual for general use, distribution and application.

We wanted the resulting product of our work which we named "Programme of health promotion in school" to be consistent with the history and perspective needs of development of the given problem: with findings from the eighties when we created and

recommended to schools a " Health-enhancing programme for elementary schools in the Czech Republic" to compensate the excessive stress of children in school; consistent with the spirit of the European project of health promoting schools as we anticipated in our country systemic changes in the educational system; with experience of elementary schools admitted to the project of health promoting schools since its introduction in our country in 1992 ; with the strategy of WHO for Europe by the year 2010 according to which the health promoting school should become the norm or model of schools in general; with findings of science and research; the necessity to harmonize conditions in the field of education with conditions for human health at the turn of the century.

We tried in particular to adhere to baselines which ensue from the original basic theses , principles and strategies of the European project of health promoting schools and trends of its later development. Where a certain trend is only vaguely indicated in the European project and where for its benefit development on a national level is foreseen we tried to suplement it in this way. Beyond the given framework we tried to ensure that the manual "Programme of the health promoting school(HPS)" should contain the whole relevant width and depth of the health promotion process applied to the whole process of life and work in school as an institution and community under conditions prevailing in our country.

We were pleased to find in the documents of the already mentioned European Conference a concept identical with ours, according to which the basic prerequisite to ensure health is functioning of the school as a democratic community. According to the European Conference the school health promotion programme should be of benefit to children and youth of all participating countries not only as regards all aspects of their health but it should also change all activities in school and develop there a spirit of democracy. By combining health promotion of the individual with consequential democratization of institutions and humanization of the environment where he lives , learns and works a step in a new direction was made to lay foundations for the health of society as a whole. Life in a democratically structured

and functioning school was practically proclaimed a perspective condition for the health of society and thus also of its individual members. We are justified to assume that we were the first to formulate this concept and elaborate it for our conditions.

Contents and structure of the manual

Our task was to prepare first our own programme of health promotion in schools and then to write the manual. We were concerned in the first place with the contents: provide an overview of the whole problem which is new, which we know more from life than from books, to cover its entire scope, to structure the detected areas,indicate associations between them. Cover the entire material from theoretical baselines to practical ways and means and shape it into a transparent integral unit. The aim being to reveal reality with the help of well constructed mental tools, i.e. the reality we want to use as a basis for activities and provide for the foreseen type of activity certain mental tools.Guided by this intention we wanted the manual to be structured into major into minor units, to be illustrative at first sight and give the reader a chance to know his way about in it. It will thus be if the reader will study the manual encouraging it, may be only in parts, abondon it for a time and come back to various parts. It will be important whether he will understand that the manual is an attempt to create and offer a tool for practical recognition and activities in schools which intend to embark or embarked already on the road to health promotion in the concept we follow.

The manual has four main parts:

Part I is devoted to baselines of health promotion in school and its interactive concept in school as a community. We present here the philosophy and two integrating principles of health promotion: 1.respect for the needs of the individual in the context of needs of society and the world and 2. communication and collaboration. It contains also an account of risks threatening health in school (in particular students but it can

be also used for the teacher s risks). The health promoting school must know of them and take them as an indispensible negative consequence in case its efforts to make the school more health-enhancing by systemic changes should fail.

Part II, Curriculum of health promotion, comprises three large chapters which are the most important ones in the manual. Each chapter deals with one of the three pillars of health promotion and health education on which the curriculum of health promotion is built: 1. Pleasant environment, 2. Healthy learning and 3. Open partnership.

In each pillar at first baselines and means which pertain to all principles of the pillars are discussed.

Every pillar is defined by several strategic units. To each strategic unit a sub-chapter of the pillar is devoted. At the beginning of each sub-chapter the contents of the strategic unit are summarized in the leading principle. Next the baselines for its strategy are summarized, priorities and specific features in tools of the integrated concept of health promotion as applied to conditions and needs of elementary schools are outlined. The authors define also the risks which may ensue from the adopted provisions. For inspiration questions and suggestions for joint elaboration are offered.

Part II is the crucial part because it contains nine principles on the basis of which the school identifies itself with the health promoting school project, by means of which it analyzes its baseline , elaborates its project and evaluates the achieved state.

Part III, Creation of the health promotion curriculum are methodical instructions for the school which decided to elaborate its own project for the creation of a curriculum or to innovate an older project in this spirit.

Part IV, Network of health promoting schools is devoted to the history and implementation of the health promoting school project. It contains basic douments on the strategy of the European network of health promoting schools, a map of the network of health promoting schools in the Czech Republic and further information.

Elaboration of the manual on the "Programme of health promoting schools"

The manual on the "Programme of health promoting schools" was the result of team work. The team was formed by volunteers mostly from the ranks of the advisory board of NIPH for the health promoting school project and other representatives of schools in the network of the project (a total of 15 participants). The activities of the team were coordinated by a group of four members of the research team who were willing to elaborate and write up the basic material, assembled as results of team work in several workshops in the course of six months, and as individual contributions , into its final shape and prepare the manuscript of the manual for the press.

The manual was elaborated and submitted to discussion in three consecutive versions which developed after written comments, submitted by members of the working team, independent specialists, and last not least, headmasters and masters of schools who are the main target group. The individual versions obviously differ from each other. Only the published version is valid.

Function of the manual "Programme of health promoting schools"

The manual "Programme of health promoting schools" should implement several functions:

It shouldmeet the needs of the innovative development of the exiisting network of elementary schools in the health promoting school project, in particular the regional network.

It was, however created also with the intention to serve as a tool to open the health promoting school project to further schools.

If it will be adopted by schools, there is hope that it could become a mediator of mutual understanding with every school which will show interest in health promotion , and also a communication tool between people in the school and between schools thus orientated.

For any elementary school in the Czech Republic (or other school providing compulsory school attendance) it is a standard methodical tool for its transformation into a health promoting school as it gives the opportunity to:

- understand what health promotion implies for contemporary elementary schools in the Czech Republic;
- compare itself with the vision of the health promoting school and see in what respect and to what extent it can identify itself with it - decide whether and why it is inerested or not interested to participate in the "Programme of health promoting schools" and if so how it wants to commit itself (either without demanding admission to the network or by applying in a contest presenting its own project);
- in case it decides for major participation, it will help to become familiar with the method of elaboration of a project for the creation of a school programme of health promotion and the evaluation of its implementation.

In addition to the manual the schools will have the benefit of other methodical support.

In conjunction with the "Programme of health promotion in schools" the institution responsible for the programme,i.e.the National Institute of Public Health in Prague (NIPH) will organize in collaboration with educational institutions of the Ministry of Education: seminars to present the "Programme for health promoting schools " to representatives of the school administration, strategic partners and headmasters as well as training workshops for headmasters, teachers and parents who will show real interest in the creation or innovation of their own school project.

The conditions for and cyclic terms of selection contests for applications of schools to participate in the network of health promoting schools of the Health promoting school project will be announced by the National Institute of Public Health in the press.

And finally an appeal

We shall welcome and appreciate if you will give us your

views and comments on the manual we prepared to enable you to promote health in school better than without the manual. After some time of its use we intend to innovate the manual taking into account your comments.

If interested, please, contact us at the following address: Miluše Havlínová, Counselling centre for health promotion in schools, National Institute of Public Health , Šrobárova 48, 100 42 Prague 10

A Health Promotion Programme in Schools (HPPS)

A project supported by the National Health Programe, Ministry of Health of the Czech Republic 1997
Created by M. Havlinová (editor), P. Kopřiva, I. Mayer, Z. Vildová et al.,
National Institute of Public Health, Centre for Healthy Living Conditions
Šrobárova 48, 100 42 Czech Republic, phone of the editor ++ 420-2-67082399, fax ++420-2-67082972

We published a handbook!

The purpose of the handbook concerning the Health Promotion Programe in Schools is to help to achieve the goals of the new strategy of the WHO/Euro concerning the ENHPS in the Czech Republic. The strategy postulates that the following two steps should be initiated at this stage of the project:

- maintain support to schools already accepted into the Network of Health Promoting Schools;
- open up the project to interested new schools (covering the grades of obligatory school attendance).

Schools showing interest can participate in the project at one of two levels:

- by participating in the project without official membership in the network, or
- by applying for membership in the network on the basis of a public competition (the requirement is for each school to create its own project in accordance with the European Health Promoting Schools concept elaborated in the handbook „Health Promotion Programme in Schools" (1998).

STARTING POINTS of the Health Promotion Programme in Schools

The Interactive Concept of Health

1. The components of an individual's health (physical, psychological, social and spiritual) are in mutual interaction, creating an overall health conditions as well as a subjective sense of health.

2. An individual's health is in interaction with the health of the community and the environment in which he or she lives.

3. By positive attitudes and behaviour, each individual can influence his or her own health and also contribute to the health of the community and the environment.

The Integrating Principles

1. Respect for the needs of the individual (student, teacher, parent) conceived in the wider context of society and the world.

2. Enhancing communication and cooperation within the school as well as with outside partners.

The School Curriculum and Its Three Supporting Pillars

The Health Promotion Programme in a School concerns all areas of school life, not only teaching.

What we call the "hidden curriculum" of a school is of crucial importance for health promotion.

There are three main areas of school life that the Health Promotion Program for Schools tries to affect: 1. Well-being of School Environment; 2. Healthy Learning; 3. Open Partnership.

PRINCIPLES of the Programme / STANDARDS of A Health Promoting School

The First Pillar: Well-being in School Environment

Principle 1: Comfort of Physical Environment

A Health Promoting School (HPS) offers a varied and balanced set of opportunities favourable for the environment by allowing all groups to participate in its creation..

Principle 2: Well-being of Social Environment

In HPS, the behavior of all people is based on mutual humanistic attitudes to others: respect, trust and tolerance; appreciation, participation and empathy; openness in communication and willingness to cooperate with and help others.

Principle 3: Organizational Well-being

HPS associates the organization of learning with the requirements of a healthy lifestyle for students and teachers with special respect for the rythmic character of functions (daily routine), nutrition and physical activity.

The Second Pillar: Healthy Learning

Principle 4: Relevance

HPS carries out activities that are related to the real world. It makes sure that the students acquire useful skills and that what they learn will be relevant for their future lives. It builds on what the children have already learnt and what they are interested in. It shifts from traditional instruction in separate subjects towards cross-curricular teaching based on wider topic areas. It abandons teacher-centred methods in favor of activities enabling direct experience, communication and cooperation of students.

Principle 5: Possibility of Choice and Appropriateness

Both in terms of content and methods, HPS offers a range of educational activities that enable the students to handle the basic core of learning material as well as extra activities, accomodating the needs, learning styles, types of intelligence and personalities of all students. It makes sure that the curriculum is appropriate for a given age and ensures proportionality between cognitive and social skills.

Principle 6: Participation and Cooperation

HPS uses a range of teaching methods that necessitate the cooperation and participation of students. This condition, which is a crucial component of democracy, should therefore be part of the curriculum.

Principle 7: Motivating Evaluation

HPS uses such forms of evaluation that provide enough feedback and appreciation to all children. It strives to create a non-competitive environment and avoids manipulative approaches to children which strengthen their dependance on outside authority. Instead, it promotes their self-esteem, independence, initiative and responsibility.

The Third Pillar: Open Partnership

Principle 8: School as a Democratic Community

HPS strives to change the schools' traditional structure based on hierarchy into a community organized according to democratic principles: freedom and responsibility, rules and justice, participation and cooperation among all members of the school community.

Principle 9: School as a Cultural Centre of the Community

HPS promotes its democratic character by opening up to the wider public of the community including local representatives as well as various organizations. By making contacts and promoting partership with them, the school will become a natural cultural and educational centre of the community.

National Institute of Public Health
Šrobárova 48, 100 42 Prague 10

Guarantee of the World Health Organization project
Health Promoting Schools in the Czech Republic

Open letter to elementary schools and other schools which make compulsory attendance possible:

Dear colleagues and friends,

we are pleased to give you good news: from the school year 1998-99 for elementary schools and schools which make compulsory attendance poossible the Healthy School project will be what we called re-opened. Schools thus will have the opportunity to apply to have their own project enlisted in the network on a national level.

The Healthy School project is a project of the European Regional Office of WHO, the European Union and Council for Europe and was offered in 1991 to the Czech Republic for implementation.

In response to this stimulus a preparatory group was established which made itself familiar with the project and recommended its acceptance under local conditions. When the guarantee of the project at that time was nominated, i.e. the National Centre for Health Promotion, a public competition was organized which took place in two cycles (in 1992 and 1993). As a result of the competition a total of 94 schools were admitted which so far form the network of the Healthy School project. The prerequisite for participation of a school in the competition was to elaborate its own health promotion project.As a source of inspiration served a translation of the report of the Scottish unit for health promotion "Healthy School". The booklet incl. its translation, was distributed to all elementary schools via the educational authorities in the CR.Consistent with the regulations of WHO the guarantee of the project concentrated in subsequent years on the development of the quality of the programme of the participating schools and therefore the network of schools in the Healthy School (HS) project did not expand further.

At present there are favourable conditions for re-opening the admission to the HS project on a national level.

Prerequisites making opening of the HS project to further schools possible

** Schools in the hitherto existing network of the HS project have made advances during the 5-6 years existence of the project and have valuable findings and experience which can be passed on to new members and participants.

** The European Regional Office of WHO has issued for the coming period a new strategy concerning participation of schools in the

HS project.

The WHO strategy recommends that participating countries should:

1. maintain and further support the existing network of schools in the project
2. extend the HS programme to further schools which will show interest, whereby schools can implement it in two grades of obligation:
   -without being entitled to join the network
   -taking advantage of the offer to join the network on the basis of the competition.

** The National Institute of Public Health (present WHO guarantee for HS project in CR makes available a generally accessible method, a handbook called Health promotion programme in schools (PHS) which for the needs of schools of both grades of obligation (see above) was created by its workers in collabortration with a team of pedagogues and with the financial assistance of the National Health Programme of the Ministry of Health CR (1997).

The general availability of the Health promotión programme is ensured by the fat that it was published in book form and the school can order it directly from the publisher (more detailed data in the part on the conditions of the competition proceedings).

** The National Institute of Public Health whose workers have experience with implementation of health promoting programmes in different communities, has the necessaury means to ensure for schools who decide to accept the offer to join the netwoprk on the basis of the competition , professional and organizational cooperation (e.g. access to information, educational activities and supervision in all major steps of the implementation procedure).To facilitate communication of the special group of the project s guarantee with schools in different places of the CR, WHO will create a network of regional consultants for the HS project. Consultants will be specialists recruited from interested institutions and organizations working in the health services or education , in particular from schools in the network of the HS project.

** The Ministry of Education expressed the following opinion on the Health Promotion Programme in Schools: "The strategy of the Programme of health promotion in schools is consistent with the educational concept of the Ministry of Education of the CR and its implementation is supported by the Ministry of Education (recorded under no. 24 028/98-22)". The quoted standpoint of the Ministry of Education CR to the method of the HS project extends the opportunities of mutual communication and collaboration of the guarantee of the HS project and health promoting schools with the school administration and the Czech School Inspection at a central and local level.

Conditions for admission to network of health promoting schools (Healthy School project)

A school which is interested to join the network must meet

the following conditions:

1. Become familiar with the method of the HS project which is laid down in the handbook Programme of health promotion in schools (Prague, Portal 1998). and make use also of other available publications on the HS project. Orders for the handbook should be addressed to: Portal publishers, Klapkova 2, 180 00 Prague 8.

2. Decide whether it wishes to announce on a preliminary basis its interest in participation in the Programme of health promotion in schools to the project guarantee , the NIPH.

3. If it is decided to do so, the interest is declared by letter which will comprise 1-2 pages (format A4) and contain the following:

3.1. complete name and address of school, telephone/fax number and name of headmistress
3.2. presentation of the school(basic data incl.the title of accepted educational programmes
3.3 answers to three questions:
why is the school interested in the PHS programme ?
who is interested in the PHS (headmaster, teachers, parents, pupils, community , other partners)?
what do you expect from the PHS ?

By submitting the preliminary application the school makes contact with the coordinating centre of the guarantee of the HS project possible.

The preliminary application will be registered officially if sent in a registered letter to the address indicated below:
Centre of Health and Living Conditions, Healthy School project
National Institute of Public Health
Śrobárova 48, 100 42 Prague 10.

4. Select a procedure according to which the project will be prepared, whereby either the offer of NIPH can be used to participate in training for the preparation of the project or use only the description of the method of project preparation as presented in the handbook Programme of health promotion in schools (part III).

5. Depending on the selected procedure, preparatory work for the elaboration of the project for the implementation of the health promoting programme HS is started.

6. Prepare a project in writing to start implementation of the Health promoting programme of the HS project in the given school.

The project which is thus elaborated is the initial step to enable the school and its staff to penetrate gradually into the general concept of the health promoting project Healthy School laid down, as far as methods are concerned, in the handbook of the PHS programme and see to what extent they can identify themselves with it. The project should also enable the school to work by well considered and time-planned steps on the creation of its own health promotion programme which will be suited for long-term use, re- evaluated stepwise and developed with the help

of further (future) projects. The creation of the Health promoting programme will involve in every individual school the application of a common philosophy, principles and strategy (principles and means) of the model programe of PHS to individiual conditions and needs of the school (school curriculum right down to the activities of teachers with their classes (class curricula). The school must first analyze and evaluate its specific conditions according to criteria in the handbook (part III).

Consistent with the handbook Programme of PHS the school focuses the contents of the programme above all on the formation of a so-called latent curriculum of health promotion in school which pertains practicallyy to all school events, incl. teaching of all subjects and all people in the school (participants of the programme).

In its programme the school will manifest understanding for the interactive concept of health (mutual associations between somatic, mental and social health, between health of the individual and environmental health) and two principles which penetrate all spheres (pillars) of health promotion in schools. These principles are: 1. Respect of individual needs and 2. Development of communication and cooperation. Try to find in the teaching and management appropriate methods and forms which should be implemented by the programme.

The health promoting programme of the school will be based on three pillars and their principles,i.e. (see the leaflet):.

Pillar 1: Well-being in school environment:
1.Comfort of physical environment, 2.Well-being of social environment, 3.Organizational well-being.

Pillar 2: Healthy teaching/learning:
4.Relevance, 5.Possibility of choice and appropriateness, 6.Participation and cooperation, 7.Motivating evaluation.

Pillar 3: Open partnership:
8.School as a model of democratic community,
9.School as thecultural centre of the community.

7. If the school will be satisfied with its project, one copy will be mailed incl. an application to be admitted to the competition proceedings, addressed to the coordinating department

Organization of the competition proceedings

Schools which will apply for participation in the PHS programme will be included in the network of health promoting schools based on a favourable outcome of the competition proceedings held before an appropriate commission.

Rules and terms regarding the competition proceedings for joining the Programe of PHS are issued by the director of the NIPH, guarantee of the HS project who

1. publishes the conditions of the competition proceedings and terms of its regular cycles in the press (compulsory: Učitelské noviny, Učitelské listy, Rodina a škola, Mladá Fronta dnes,

announcements in the Bulletin of the Ministry of Education CR, others if possible).

2. Establishes a commission for the competition and nominates its members and chairman.

The commission is headed by the chairman nominated from members of the commission. The chairman is independent. Suggestions for membership of the commission are submitted to the director of NIPH by the advisory board (target task) of the NIPH for the HS project.

The task of the commission is to implement the proceedings by the following successive steps: 1. to study projects sent in, decide on the implementation of formal and factual demands of the project, 2. visit every school whose project was accepted by the commission as regards formal and factual demands. 3. convene a round table where the invited schools will present themselves (in groups of 10 schools) and conclude the proceedings by recommendations for each school.

3. Issue the results of the completed cycle of competition proceedings after termination of the roud table and send a report for publication to the same press where the information on the competition was published.

Opportunities offered to the school by participation in the PHS programme of the HS project

The school has above all the opportunity to use the method of the HS project, the Programme of health promotion in schools for its onw work by elaborating a health promotion programme for its own conditions and needs. In addition to this programme PHS provides the school also with a more general method which can be applied for similar pedagogical and managing purposes (e.g. to elabortate another project for the school).

It has the possibility to be in direct contact with a professional centre and the guarantee of the HS project which ensures contact with the European network of health promoting schools and organizes educational activities (seminars, workshops, summer schools), to promote the development of schools in the network.

It acquires the oppportunity to be in contact with schools with a similar orientation, and exchange experience with them.

The elaborated project makes it possible for the school to apply with its partial projects for financial means from various existing sources.

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